

GOOD



2019-2020



























INSPECTION REPORT

IRANIAN CURRICULUM

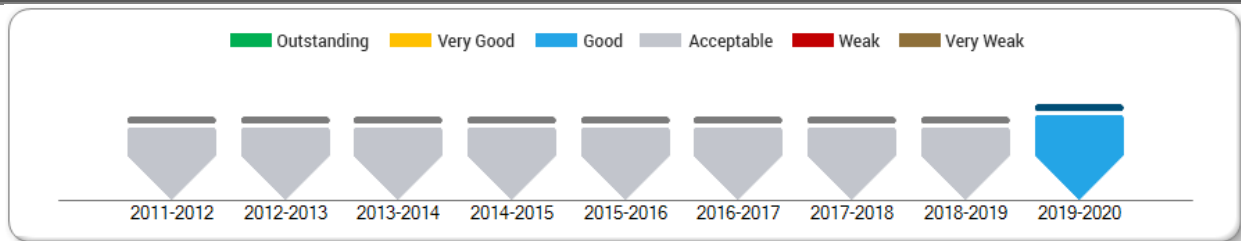
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1989
	 Website	www.adabschool.org
	 Telephone	04-263-3405
	 Principal	Khosro Alimardan Farahmand
	 Principal - Date appointed	1/24/1997
	 Language of Instruction	English, Arabic, Persian, French
	 Inspection Dates	09 to 11 December 2019
Students	 Gender of students	Boys
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	470
	 Number of Emirati students	0
	 Number of students of determination	25
	 Largest nationality group of students	Iran
Teachers	 Number of teachers	60
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	8
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	3
	 Teacher turnover	9%
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	Iranian, IBDP
	 Accreditation	Iranian, IBO
	 National Agenda Benchmark Tests	ISA

School Journey for AL ADAB IRANIAN PRIVATE SCHOOL FOR BOYS



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Students, including the children in the Kindergarten (KG), achieve broadly good outcomes in all key subjects. They demonstrate good learning skills, and these improve as they move up through the grades. Most students in the higher grades are independent, inquiring and skilled at collaboration in learning. By Grade 12, they demonstrate complex critical thinking and problem-solving skills. • Students' personal and social development is a strong feature of the school. Their attitudes and behaviour are almost always exemplary. They take up several different responsibilities to help keep the school safe and orderly. They make regular social contributions inside and outside the school. They are aware of local, Iranian and world cultures and appreciate the influence of Islam on the society of Dubai.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The quality of teaching is now good in all phases, an improvement since the previous inspection. Most teachers deliver lessons that engage students in meaningful tasks. Teachers know their students' achievements very well. However, the use of assessment information to identify specific strengths and weaknesses remains only acceptable. • The school offers three programmes of study: the Iranian national curriculum, an international curriculum based on American resources and the International Baccalaureate Diploma Programme (IBDP) for older students. The quality of curriculum adaptation has improved since the previous inspection, especially in relation to students of determination. • Students are safe at all times in the school and when on the buses. The school provides a hygienic environment, and the food available to students is healthy. Staff provide a caring and supportive environment for all students, including those of determination. The inclusion of such students has improved since the previous inspection.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • The good leadership has enabled more improvements to the school, continuing a trend of significant developments over the past five years. Leaders share a common vision and lead staff towards realising it. They are successful at providing good quality schooling through three different curricula. Staff morale is very high, and partnerships with parents are strong.

The best features of the school:

- Students' good or better achievements in all key subjects and their strong learning skills, especially in the higher grades
- The high levels of students' personal and social development
- The good quality of the curriculum and teaching in all phases of the school
- The good quality of protection, care, guidance, support and inclusion of students
- The overall good quality of leadership.








Key recommendations:

- Improve the accuracy of the assessments of learning in all subjects.
- Oversee the use of assessment information, check its accuracy and use it to benefit all students in Grades 1 to 12.
- Improve the resources for learning, including books in the KG and students' access to information technology in all classrooms.

Overall School Performance

Good ↑

1. Students' achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Very good
	Progress	Good	Very good ↑	Very good ↑	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Good			

	KG	Primary	Middle	High
Learning skills	Good	Good ↑	Good	Very good ↑

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good ↑

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good ↑	Good	Good
Assessment	Good	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good
Care and support	Very good	Good	Good	Very good ↑

6. Leadership and management

The effectiveness of leadership			Good ↑	
School self-evaluation and improvement planning			Good ↑	
Parents and the community			Good	
Governance			Good	
Management, staffing, facilities and resources			Acceptable	

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

Moral education

- In the upper grades, the topics studied, such as human rights and corruption within education, are challenging. These build successfully on the expected topics for moral education, such as healthy lifestyles in Grade 6 and respect in Grade 2.
- Teaching in the upper grades is skilful and enables the students to reflect and debate sensitive and contentious issues in a respectful way. In the lower grades, there is insufficient challenge for students. Behaviour management issues in those grades impede teaching and learning.
- The assessments of learning are comprehensive and varied. They include presentations, slide shows and independent projects. Peer-assessments and self-assessments are conducted. The monitoring of students' progress in lessons is a less prominent feature, especially in the lower grades.

The school's implementation of the moral education programme is meeting expectations.

For Development:

- Increase opportunities for deeper and analytical discussions, especially for students in the lower grades.

Innovation

- Students' learning skills are developing across the school. They are showing the capacity to innovate, particularly in mathematics and science, where opportunities for critical thinking are most prevalent.
- In the lower grades, opportunities for student leadership are significant, especially for environmental responsibility. In the higher grades, students are continually finding new ways to contribute to their community.
- In mathematics and science, innovation opportunities are evident, particularly for senior students. Elsewhere in the school, opportunities for creativity are less evident in lesson plans. Some teaching does not extend students' innovation skills.
- The use of information technology in the curriculum is mostly limited by the lack of resources. In the two upper phases, students use technology proficiently.
- Leaders' commitment to innovation enables students to demonstrate significant creativity in external competitions.

The school's promotion of a culture of innovation is developing.

For Development:

- Explore ways for teaching in the lower grades to encourage students to experiment with their learning and to apply deeper thinking and problem-solving skills.

Main Inspection Report

1. Students' achievement

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students in the primary phase are making good progress in learning new vocabulary related to the topics they are studying, such as food, animals and the seasons of the year. In the middle phase, students can write paragraphs using previously-learned vocabulary.
- Overall, students' listening skills are stronger than their ability to speak about different topics. Their reading comprehension skills are limited to familiar texts. However, almost all students demonstrate a good understanding of their teachers' Arabic instructions.
- Students' oral presentations in the upper primary and middle grades are having positive effects on their speaking skills. In the middle phase, students' listening skills, writing skills and vocabulary building are also improving.

For Development:

- Extend the conversation skills of all students.

English

	KG	Primary	Middle	High
Attainment	Good	Acceptable	Good	Good
Progress	Good	Good	Good	Good

- The internal assessments of students' learning indicate higher attainment than evident in lessons and in their writing. Students in the primary phase, many of whom joined recently, demonstrate wide variation in the ability to express themselves in speaking or writing.
- Students' listening skills throughout the four phases are a strength of the school, as is their use of the conventions of English, particularly grammar.
- The most able students speak eloquently about the books they have enjoyed reading. When given the opportunity, they write poetically using imaginative and creative language. However, writing at length is a skill that is less evident. Students make independent use of dictionaries at times.

For Development:

- Ensure that there is a balance in lessons between learning grammar and writing creatively at length.
- Encourage students to be more independent in using resources such as dictionaries to find things out for themselves.

Mathematics

	KG	Primary	Middle	High
Attainment	Good	Good	Good	Very good
Progress	Good	Very good ↑	Very good ↑	Very good

- The majority of children in KG achieve well. Students' progress in the three other phases is rapid. The starting points of younger students, new to the school in Grade 1, are often low. However, students' learning outcomes by the time they get to Grade 12 are very high.
- Younger students use various methods to learn basic computation and have secure number facts. They are competent in applying their mathematical skills to real life. However, across the school, the quality of students' written work in workbooks, portfolios and notebooks is too varied.
- Older students studying mathematics at the Standard Level of the IBDP build on their prior learning and acquire secure mathematical vocabulary. In this phase, they are competent in conducting investigations and drawing meaningful conclusions.

For Development:

- Provide students with more inquiry-based learning opportunities in all phases.
- Encourage all students to apply their knowledge and skills, think critically and draw their own conclusions from investigations.

Science

	KG	Primary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- In KG, children's knowledge is very secure, and they can explain their ideas clearly. Elsewhere, students perform less well on external examinations than during lessons. They demonstrate investigative and experimental skills during lessons.
- The revised approaches to scientific investigation have improved students' learning experiences. In the upper phases, most students make predictions, record their results and draw conclusions successfully. As a result, they are effectively developing their scientific inquiry and research skills.
- Although students are taking increasing responsibility for their own learning, there is scope to increase the level of challenge to improve their critical thinking skills. In the upper grades, students can suggest improvements to their work in laboratory settings.

For Development:

- Increase students' ability to apply their critical thinking skills and challenge them to raise their levels of achievement.

UAE Social Studies

All phases

Attainment

Good

- The students studying the history, geography and culture of the UAE generally attain well by the middle grades. Students' limited English skills present a challenge to accessing the Ministry of Education (MoE) curriculum in the early primary grades.
- The strength of students' attainment is their knowledge of facts about people, places and things in present-day Dubai. They demonstrate age-appropriate depth of knowledge across the topics of the curriculum.
- Their collective ability to think critically about some aspects of history and culture is an underdeveloped aspect. Students do not record information regularly enough.

For Development:

- Ensure that students think more critically about the topics of the curriculum.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Good	Good ↑	Good	Very good ↑

- In all four phases, most students take increasing responsibility for learning. In a few lessons, students are leading lessons and helping their peers to learn. This is done best in some subjects in the upper two phases.
- Across the school, most students contribute successfully to lessons. Students often work well in groups and are very keen to support one another during activities. However, in some subjects, there is insufficient meaningful collaboration on tasks, particularly problem-solving activities.
- In the more effective lessons, most students are developing their skills of critical thinking and enquiry. In the middle and high grades, many students ask original questions and challenge others confidently. However, this skill is inconsistently demonstrated across all grades and subjects.

For Development:

- Encourage students to develop higher levels of skill as independent thinkers and learners.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Very good	Very good	Very good	Outstanding

- Almost all students demonstrate positive attitudes and are respectful towards others. The established routines of the school are clearly understood and followed. The relationships between students and adults who know them well are highly positive.
- The school council is effective, and its contributions to the life of the school are valued and supportive of purposeful student relationships and the modelling of leadership qualities. All students exercise daily and make wise and healthy food choices. Older students demonstrate responsible attitudes towards the use of personal electronic devices.
- Students' levels of attendance are consistently high. Students are punctual, arriving to school and classes on time. This is a consistent strength of the school over several years.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students demonstrate a clear understanding and appreciation of Islamic values and how they affect life in the UAE. They are able to provide a variety of examples of how such values influence people's lives, particularly the safety they enjoy in public places.
- Students have a comprehensive knowledge of the heritage and culture of the UAE. Most students who have been living in the UAE for a long time are able to name important places and events. Students enthusiastically participate in celebrations such as the UAE National Day.
- Students are proud of their own heritage and places of origin. During 'Culture Day', they celebrate the national diversity in their school. They demonstrate a keen interest in learning more about other cultures and in embracing all the opportunities available to them.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good ↑

- Students have a good sense of responsibility. They appreciate the importance of tolerance and respect as aspects of school life. They are involved in many projects. The student council provides opportunities that develop students' skills in leadership, event organisation and making social contributions.
- Students participate in community initiatives to raise funds for local institutions and, in doing so, use their entrepreneurial skills well. Students, including KG children, tackle environmental issues and the challenges of sustainability. The student council is responsibly addressing the current perceptions of bullying.
- Students want to learn and generally participate well in lessons. This is less so in the lower grades, where they sometimes find it difficult to participate. In the middle and high grades, students' skills in using technology and design are developing very well.

For Development:

- Provide students in the primary and middle grades with more leadership opportunities.
- Encourage students, especially in the lower grades, to discuss and debate issues on a more regular basis.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good	Good ↑	Good	Good

- Across all four phases, most teachers understand how students learn and adapt their teaching strategies appropriately. This skill is most evident in mathematics lessons and in a few other subjects in the middle and high schools.
- Most teachers plan well-structured lessons with clear learning goals that link well with the set textbooks. Almost all interact with students successfully and develop positive learning environments.
- The recent improvements in the quality of teaching for effective learning are beginning to support students' critical thinking and independent learning skills. However, these are not consistent features of lessons in all subjects and grades. Only a few teachers provide opportunities for students to be innovative in lessons.

	KG	Primary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- All teachers regularly assess their students' levels of attainment across the three curricula. The cycles of internal assessment are well organised, and the results are tracked carefully over time. A series of international assessments is in place to benchmark students' attainment against international expectations.
- The wealth of assessment information is captured but seldom interrogated or analysed rigorously by senior leaders. Consequently, its validity and reliability are not secure. Students' written work and their achievements in lessons are sometimes lower than the levels indicated by the assessments.
- Students' receive feedback that is based on teachers' detailed knowledge of their strengths and weaknesses. Teachers mark students' written work but do not always provide guidance on how to improve its quality. Assessments in the KG and the IBDP are accurate. However, assessment processes in Arabic and the UAE social studies are underdeveloped.

For Development:

- Improve the quality of teaching so that in most lessons it is good, and it is weak in none.
- Analyse all assessment information more rigorously and ensure that assessments are accurate across all subject areas.
- Ensure that all students' written work is marked regularly with specific guidance on how to improve further.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The Iranian National and International sections feature broad and engaging curricula. Meaningful links between subjects are incorporated into lesson plans. Real-life connections enrich students' understanding of important concepts. The IBDP challenges the most able students very well.
- The school incorporates parents' suggestions when reviewing the curriculum. This has resulted in the introduction of the French language and additional time for football. Insufficient use is made of benchmark test results to inform future curriculum reviews.
- The curriculum includes optional choices of subjects and streams for older students as they plan for the next stages of their education and careers.

	KG	Primary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- The school adapts the curriculum primarily using teachers' thorough knowledge of their students' needs. Insufficient use is made of the available assessment information to guide adaptations to lesson planning.
- The curriculum is modified to provide appropriately for students' varied language skills, resulting in the engagement of almost all students in lessons. Students in the high phase have many opportunities for creativity and innovation. All students readily accept such challenges when they are presented with opportunities to do so.
- Across the school, students have a rich knowledge of the culture and traditions of the UAE and recognise their importance. Assemblies and some extra-curricular activities support their understanding of the local context even further.
- Children in KG study Arabic for 90 minutes each week.

For Development:

- Maximise learning opportunities for the most able students, particularly in the primary grades, by enriching the curriculum.
- Use the results of national and international tests to greater effect when reviewing the three curricula.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection and safeguarding	Good	Good	Good	Good

- The school has rigorous safety and child protection procedures for students on campus and on school transport. These policies and procedures protect students from abuse and bullying and are clearly understood by all.
- The school environment is safe, secure and hygienic. School leaders are successful in maintaining a safe environment for all students. This includes the thorough supervision at school and the care and support provided by the medical services. However, the premises are not fully accessible to students and visitors with mobility issues.
- The school effectively promotes safe and healthy lifestyles. The food options available in the school canteen are monitored, and students' awareness of the importance of adopting a healthy lifestyle is improving.

	KG	Primary	Middle	High
Care and support	Very good	Good	Good	Very good ↑

- The excellent relationships among members of the school community are underpinned by the thorough behaviour management systems and guidance. The students' attendance is well managed, resulting in low rates of absence and high levels of commitment to learning.
- Students' learning needs are identified well. The school's use of supporting documents for students of determination and staff training are contributing to teachers' and students' greater awareness of how individual needs can be met. However, there is insufficient targeted support for the more able students, particularly in the primary phase.
- Teachers guide and counsel their students well, resulting in a student body that feels supported and valued. Career and academic guidance is very effective, enabling most students to leave the school with appropriate qualifications and self-confidence.

For Development:

- Improve access for students and adults with mobility challenges, particularly at the school entrance.
- Support the older students who need a 'life skills' approach to learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- School leaders are committed to inclusive practices and are continually striving to improve provision for students of determination. The action team is developing its influence and committing the scarce resources it has to support individuals to enable them to make progress and feel included.
- Even though the school has relatively few students of determination, their needs are identified accurately both formally and informally. These students are becoming increasingly aware of the contributions they need to make to ensure progress.
- Parents are included in the education of their children and value the inclusive practice of the school. Any problems are addressed effectively, resulting in parents' high levels of support for the inclusion department. Parents are able to influence the curriculum and their children's learning goals.
- In the most effective practice, quiet classrooms and skilled assistants contribute to students' learning. Some primary lessons do not provide a calm environment, resulting in restricted learning for some students of determination.
- Progress from students' individual starting points is at least good, particularly in KG, where curriculum personalisation is evident. Some students with complex or severe needs are also making excellent progress. However, their growing need for a more personalised curriculum based on life skills is not met.

For Development:

- Share the best practices in teaching and behaviour management so that all students, including those with sensory issues, have access to quiet learning environments that are conducive to good progress.

6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

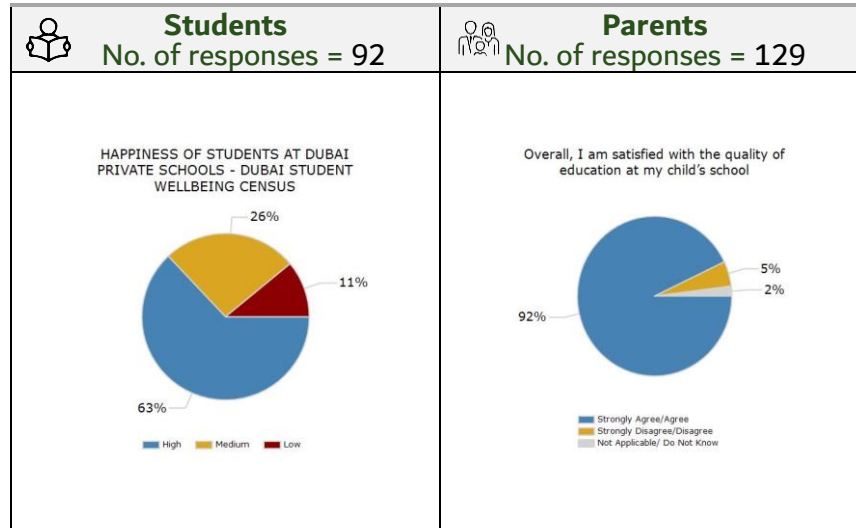
- Leaders share a common vision and lead staff towards realising it. They are successful at providing good quality schooling under three curricula. Most leaders understand best practices in curriculum planning, teaching and learning. Although teachers have good knowledge of their students' progress, senior leaders have not interrogated all assessment information as fully as they should. Relationships are positive, and communication among leaders is frequent. They have overseen significant improvements over the past five years. These are the foundation of their strong capacity to improve the school even further.
- There are many procedures for the internal evaluation of the school's provision and outcomes. These include frequent lesson observations, peer observations, teacher reflection and surveys of parents and students each month. The academic outcomes of all students are linked to their teachers through the school's electronic management system, which allows leaders to monitor the quality of teaching frequently and objectively. School improvement work since the previous inspection has resulted in 13 improvements on the performance indicators.
- The school is successful at engaging parents as partners in their children's learning. Frequent and detailed communication ensures that parents are informed about their children's learning and development. Reporting on students' progress is regular but not sufficiently detailed. Progress reports lack information about students' learning skills and their next steps toward improvement. Partnerships with the local Iranian community add to students' experiences, especially concerning future careers.
- The governance of the school is effective because of regular visits to the school by the partners who own it. They possess expertise in the Iranian curriculum and assessment policies. The representation on the governing board does not include all stakeholders. The governors have overseen a steadily improving school in recent years and have positive effects upon it. They have ensured that the school has sufficient staffing, facilities and leadership to produce good outcomes in the key subjects.
- Most aspects of the daily management of the school are appropriately organised. The school is well staffed. The majority of teachers are suitably qualified and benefit from occasional but relevant professional development. They are deployed successfully to support students' achievements. The premises are suitable, and specialist facilities are available. Technology facilities are limited. Most learning areas are of adequate quality, and access to the school premises is appropriate for most students.



For Development:

- Broaden the representation of stakeholders to the governing body.
- Provide more digital resources to enhance students' technological and research skills.
- Provide a broader range of essential resources to support the learning of English, mathematics and practical science, especially in the KG and the primary grades.

Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> A significant number of older students responded to the survey. They indicate levels of happiness that are generally above those of other students in Dubai. Almost all students report that there is at least one adult at the school with whom they have a personal connection. The inspection findings agree with the survey findings.
 Parents	<ul style="list-style-type: none"> A representative sample of parents responded to the survey. Almost all parents are satisfied with the quality of education their children receive. They report that their children are safe at school. Parents believe that school leaders are approachable and that they listen to their concerns and take action. Some parents are confused by the language used in the survey.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae